

Looe Community Academy - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Looe Community Academy
Number of pupils in school	527
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – published update annually)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	K Carrington, Director of Education
Pupil premium lead	K Jackman, Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,710
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43,334
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,044

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

We are committed to inspiring disadvantaged pupils and equipping them with the skills to build exceptional futures. Our core philosophy is simple: **Learn. Grow. Believe.**

We aim to foster an environment where every student can learn with confidence, grow through resilience, and believe in their potential. Through a focus on high-quality teaching, CPD, literacy support, peer tutoring, adult mentoring, and strong parental engagement, we ensure that every pupil is supported and empowered to reach their full potential.

Being part of a rural community has its advantages and disadvantages; it is our imperative to raise awareness of cultural capital and academic language through our curriculum by encouraging disadvantaged pupils to zoom in and zoom out of social, emotional and cultural perspectives and exist successfully within communities locally, nationally and internationally.

When we recognise barriers for disadvantaged students, we must ensure we consider each case intricately. Some pupils have very specific, individual needs, whilst others encounter few barriers. There are however some main difficulties faced by some, although it must be highlighted that the barriers are not unique to those who are disadvantaged. We aim (whatever the barrier is) to ambitiously remove it and meet the needs of pupils at the right time; through accessing evidenced based strategies suggested to us from the EEF and peer reviewed research that will improve life chances.

We believe that high expectations and **high-quality teaching** is the key to student success. Rather than pulling students out of class, we focus on delivering effective, inclusive teaching that meets the needs of all learners.

We are equally committed to providing high – quality CPD for all stakeholders, especially leaders and teachers. Our professional development program this year focuses on the first three stages of the **EEF Literacy in Secondary Schools** framework and our non-negotiable teaching routines to reduce cognitive load and check for understanding through cognitive science woven into curriculum implementation.

A strong literacy foundation is essential for academic success, and we have adopted a whole-school approach to literacy leadership. Literacy is embedded across all subjects, ensuring that every staff member contributes to improving students' knowledge of tier 2 and 3 language and reading comprehension. We recognise that many of our disadvantaged pupils face literacy gaps, and to address these, we provide intensive, targeted support. For pupils with reading ages below their chronological age, we use assistive technologies such as reading pens and targeted tutoring.

Our peer tutoring and mentoring programs are a key part of our strategy to reduce pupils time in RESET and reoccurring suspensions; the aim being for pupils to foster self-regulation and resilience as learners so that they can cope with setbacks and stick with learning when it gets hard. Disadvantaged pupils are given the opportunity to take on leadership roles to help build

confidence and a sense of purpose. Research from the EEF highlights the positive impact of structured peer tutoring on both academic performance and self-esteem. In addition to peer tutoring, we also provide adult mentoring to guide students through challenges, helping them develop their social and emotional skills.

To address missed learning due to persistent absence or regular attendance to RESET we offer 3 – 6-week catch-up interventions in a Curriculum Support Room, providing highly quality teacher led curriculum aligned tutoring. The intervention helps students re-engage pupils with their learning, build confidence, and catch up on missed content and vocabulary. Our approach is holistic, focused not just on academic outcomes but also on pastoral care and mentoring with input from Trauma Informed Specialists.

We believe that parental involvement is essential, so we invite parents into the school to experience learning alongside their child in various lessons, such as art, physical education, literacy, maths, and technology subjects. These opportunities enable parents to actively participate in their child's learning journey, it helps to grow aspirations and builds a deeper connection with staff and the educational process. By creating a collaborative learning environment between home and school, we aim to empower families to break the myth that intelligence is fixed and that stakeholders can trust in the Academy to jointly improve their child's life chances. These initiatives help create an environment where students feel supported both at school and at home; parents are better informed about how to support which secures the understanding that academic success is not limited to the classroom.

Fostering Lifelong Learners

We want every pupil and adult to role model the desire to become a lifelong learner—not only for academically success but to EQUIP all pupils with the skills and mindsets to succeed in life beyond school; we aim to create a culture and environment where students feel inspired and empowered to *Learn, Grow, and Believe*.

Inspired Learners: Exceptional Futures

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy Levels – Termly standardised reading assessment shows that disadvantages students reading ability, vocabulary knowledge and comprehension is significantly weaker than non disadvantaged students. This is most significant in Year 7 and Year 9
2	Core Subject Attainment - Data suggests disadvantage students make significantly lower progress in subjects but particularly core subjects than non – disadvantaged students. This is most significant in Maths and Science.
3	Low Attendance – Weekly attendance monitoring and reporting shows that disadvantaged students attend school less often than non -disadvantaged students. This is most significant in Year 10 and 11. Currently PP attendance is 82.26% and the biggest concern continues to be persistent absence currently 8.89% compared to 4.5% nationally. There is much overlap with disadvantaged pupils with SEND.
4	Behaviour – A disproportionate number of disadvantaged pupils attend RESET sessions. On average Pupil Premium are 63.84% overall more likely to attend RESET sessions, with Year 8 being the most significant year group with 79% most likely to attend RESET. Most resets sessions are during period 5 and higher on a Monday and Fridays. Suspensions suggest that 40% of fixed term exclusions are disadvantaged pupils; Year 8 suspensions are significantly higher for PP boys and significantly higher in Year 11 for girls; in both cases PP students have cross over with SEND K and SEMH.
5	Mental health and Well Being – 42% of disadvantaged pupils are currently accessing mental health support in comparison to 19% of non-disadvantaged pupils. Most of these students subsequently attend RESET, have several ACEs and links with external services.
6	SEND – data trends signify that students with poor attendance, behaviour and are disadvantaged have a comorbid profile of SEND and SEMH. These students are missing out on high quality teaching and being in front of expert specialist teachers. Every teacher knows the pupil, not just the label.
7	Learning gaps – Due to poor use of assessment and high % of persistent absence and high attendance in RESET of disadvantaged pupils, it signifies that disadvantaged pupils are not in front of a teacher and not accessing high quality specialist teaching. 64% of disadvantages learners are missing on average 3 – 5

	sessions of learning per week. If you consider missed lessons due to absence this, then future life chances are compounded.
8	Communication and Attitudes - The Academy must communicate more effectively with pupils and parents, so that relationships improve and pupils become more positively engaged in their learning; parents and carers recognising that high expectations for all is important and that if the Academy doesn't uphold high standards and an excellent curriculum students and parents will be let down. Building a community around educating the child is crucial.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve literacy levels	<p>2024/25 – a significant reduction in the number of students not at their chronological reading age, especially in year 7 and year 9.</p> <p>Increased use of 'tier 3' vocabulary in student assessment and high academic vocab seen in students answers when teachers are checking for understanding in lessons.</p> <p>2025/26 - 2026/27 – students entering the school with low levels of attainment complete reading interventions and successfully engage in lessons, with reading ages in line with chronological age.</p>
Above National Average Progress in all subjects, especially in core subjects .	<p>2024/25 KS4 outcomes: gap between disadvantaged and non-disadvantaged students reduced.</p> <p>2025/26- KS4 outcomes: gap between disadvantaged and non-disadvantaged students further reduced.</p> <p>2026/27 KS4 outcomes: disadvantaged students make progress in line or above national average.</p> <p>Improve Maths and Science progress as a priority for rapid progress to be made.</p>
Improve attendance	Disadvantaged students' attendance to be at least 95%.

Improve behaviour through cognitive behaviour science and trauma informed approaches	All disadvantaged students able to regulate their behaviour as learners and attend lessons thus reducing RESET sessions, improved engagement with learning and RESET data to fall in line with non-disadvantaged pupils.
Improved mental health and well being	<p>2024-27- qualitative data from student voice, student surveys, parent surveys suggest mental health is flagged and addressed.</p> <p>All disadvantaged students actively engaged in proactive mental health support through mentoring and peer tutoring programs with a 50% reduction in need of mental health intervention.</p>
Improve understanding of SEND/ PP needs	<p>Higher attendance of parents and carers to the SEND Café and more opportunities to celebrate disadvantaged and SEND efforts with learning.</p> <p>Every child who has an overlap of SEND and PP has a Celebration book that they can share with their parents and carers every half term.</p> <p>Pupils to have the option of carrying with them their SEND passport to remind to teachers' provision in place.</p> <p>SEND Team to produce SEND A5 booklets with five key strategies for each classification of need. Key Focus Cognition and Learning and SEMH. SEND team class strategy suggestions from requested coaching or SEND teacher referrals.</p> <p>Significant closing of disadvantage gap for pupils who are recognised as K and PP have attainment and progress 8 data.</p>
Close Learning Gaps	<p>All students who are reoffenders in RESET have a 3 – 6-week personalised BESPOKE curriculum aligned programme of study where all learning gaps are closed, especially for core subject areas.</p> <p>Assessment is a driver to check for understanding in all curriculum areas where high-quality teaching prioritises feedback and coaching conversations about learning with disadvantaged pupils as a priority. Pupils need to know where they are with their learning, what they need to improve to meet their goals that they set as a learner.</p>

	RESET remote learning is closely aligned to curriculum lessons by SLT and effort in RESET is monitored effectively by SLT.
Improve communication and attitudes in all stakeholders through an integral approach to targets 1 - 6	Stakeholders feel proud to be part of the academy and feel consulted and over communicated to about the SDP and 'Whys' for priority areas are closely in line with research. Communication systems are streamlined and more efficient. Praising the positive is visibly seen through positive report cards carried by all students, half termly newsletters and Headteacher blogs with a particular focus on raising awareness of achievements made by pupil premium pupils inclusively.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 44,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior leadership responsibility and strategic leadership of disadvantaged student brief.	Leadership of implementation is key although everyone has a role to play.	1, 2, 3, 4, 5, 6, 7, 8
Providing training to ensure all leaders and teaching staff, pastoral and support staff fully understand the impact of educational bias, disadvantage, and the role all stakeholders can play in tackling this.	All staff aware of having the highest expectations of all pupils without bias: Pygmalion effect The Pygmalion Effect Study Coaching and developmental teaching and learning drop ins to provide regular feedback to staff in relation to non-negotiables and the LCA teaching and learning policy (PP focus – mark first, coaching conversations, seating plane ect)	1, 2, 3, 4, 5, 6, 7, 8
Whole school Literacy Training based on EEF Literacy in Secondary Schools.	Year of whole school and faculty-based training led by the National Literacy Trust in partnership with the EEF and bespoke links with Bishop David Brown School Unity Schools Trust. https://literacytrust.org.uk/training-and-workshops/secondary-training/	1, 2, 6, 7

Year 1 Prioritising disciplinary literacy and targeted vocabulary instruction in every subject	<p>Disciplinary literacy to feature in SMART Trust Assessment alignment work to support ambitious curriculums for all.</p> <ul style="list-style-type: none"> Year 2 Develop students' ability to read complex academic text and provide oracy opportunities through structured talk. Year 3 Combine writing instruction with reading across most subjects. 	
<p>Train teachers and students in key operations for teaching and behavioural routines.</p> <p>Coaching and developmental drop ins to provide regular feedback to staff.</p>	<p>The EEF defines 'consistency' as one of its core recommendations due to the impact it has on behaviour and reduction in cognitive load.</p> <p>Disadvantaged pupils are disproportionately represented in negative behaviour data. Embedding learning routines with high expectations for all will help improve experience at school for all and offer disruption and distraction free learning.</p> <p>Four teachers attending the ten week Paul Dix Course https://www.whentheadultschangecourse.co.uk/courses/behaviour-change-course</p> <p>Linked to reflective opportunities built into collaboration with Behaviour SLT lead as a way of sharing best practice and B4L improvements.</p>	1, 2, 3, 4, 5, 6, 7, 8
<p>Assistant SENCO (support staff role) and pupil premium advocate role.</p> <p>LSAs</p> <ul style="list-style-type: none"> Appropriately qualified Emotion Coaching Specialist curriculum support training Supporting Engagement model 	<p>Teaching assistant interventions take a wide variety of forms but can increase progress by as much as 4 months every year (EEF). Resource learning provision and breakfast club provision to facilitate disadvantaged students being ready to learn.</p> <p>Assistant SENCO leading on training with expert SEN teacher focusing on SEND in Mainstream Secondary Schools EEF and The TA Scaffolding framework and teacher/TA contract.</p>	<p>1, 2, 6, 7, 8</p> <p>Revisited as and when necessary</p>
<p>SLT engaging in CPD to develop capacity as a team.</p> <p>Focused CPD for various roles and think pieces at SLT meetings to discuss as part of the implementation of disadvantaged report integral to the SDP.</p>	<p>SLT members develop their respective remits to better equip LCA in building capacity through a distributed leadership model to make implementation work for all and disadvantaged pupils</p> <p>Examples:</p> <ul style="list-style-type: none"> NPQSL Sisra & Timetabling Paul Dix 'Change for Leaders Course': https://pauldix.podia.com/556183db-b7b7-41d6-8f82-da700cc1226a 	1, 2, 3, 4, 5, 6, 7, 8

	<ul style="list-style-type: none"> Coaching & Mentoring <p>The EEF suggests that strong leadership that is widely distributed builds expertise, resilience, and capacity</p>	
RESET and Curriculum Support Room has intricate mapping of remote learning linked to curriculum lessons	<p>SLT member responsible for the structure of each session and the motivation to engage in learning.</p> <p>Working with the SEND team to modify structured sessions that are consistently linked to classroom expectations in the Curriculum Support room.</p>	2, 6, 7
Student Equipment	<p>Homework / revision booklets</p> <p>Need to Know KS3</p> <p>Pencil case with expected equipment</p> <p>Reading bookmark</p> <p>Positive praise reports</p>	1, 2, 6, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7, 8 and 9 Peer-Tutoring tailoring of peer-tutoring to support literacy interventions during DEAR time four times a week, for students who are below their chronological age by more than 2 years.	<p>EEF Peer tutoring has a positive impact on both tutors and tutees and is a cost-effective approach to delivering one to one or small group interventions.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/peer-tutoring EEF states that 4 to 10 weeks of intensive block with regular session (3 times a week) appear to provide maximum impact for both peer leaders and tutees. High impact for very low cost (adds +6 months additional progress)</p>	1, 2, 6, 7
Year 9 and Year 11 students to access: three to one tutoring sessions in English by qualified English Teachers	<p>Small group tuition has been shown to increase rates of progress by as much as 4 months or more over the course of a year (EEF).</p> <p>Students pre learning content and grappling with academic vocabulary early for scaffolding to be repeated and revisited for mastery.</p>	
A selection of KS3 disadvantaged pupils will take part in The Brilliant Club to	The Brilliant Club increases the number of pupils from under-represented background that progress highly selective universities.	3, 4, 5, 8

<p>challenge and open University opportunities.</p> <p>A selection of year 10 and 11 disadvantaged pupils to access mentoring for revision strategies and learner goal setting on GCSE Pod supported by inspirational adults; linked to GB athletes and inspirational mentors for various career sectors</p>	<p>This is done by mobilising the PHD community to share expertise with state schools (Education Opportunities). The Brilliant Club PP students KS3 and KS4 to link with curriculum content and writing</p> <p>Performance and Raising Standards SLT to lead on improving select group of student's attendances, behaviour, engagement with the right type of revision/study skills using GCSE Pod and PIXL Build up – 20 students to be selected.</p> <p>Students to be guided through a mentoring programme with the aims to improve them</p> <p>Students to access weekly check ins and support with goal setting that is individualised to needs, involving family and expert teachers in metacognition. Linked too EEF Metacognition guidance – specifically recommendation '2 and 6' for pupils to be able to plan, monitor and evaluate their learning and development to achieving their goals.</p>	<p>2, 3, 5, 7, 8</p>
<p>Use of SPARX English and Maths online platforms to set, assess and monitor study as part of the peer tutoring program.</p>	<p>Online learning platform to be piloted in 005 to support Bespoke catch up learning and through the Maths curriculum and English curriculum.</p> <p>Training for staff in 005, English and Maths faculties and training for Peer Academic Mentors.</p> <p>Sparx Maths Evidence Maths utilising SPARX for assessments and home learning tasks.</p>	<p>1, 2, 7, 8</p>
<p>HLTA to support the Maths faculty through numeracy intervention with targeted groups.</p>	<p>Teaching assistant interventions take a wide variety of forms but can increase progress by as much as 4 months every year (EEF). Additional Maths experts in the classroom to support flexible grouping support through retrieval and pre-teaching of content.</p>	<p>2, 7, 8</p>
<p>Use of Trauma Informed Schools Practioners to</p>	<p>S.P.A.C.E programme on offer to families to support SEMH</p>	<p>3, 5, 8</p>

support pupil identity, SEMH intervention with individuals and targeted groups in relation to PSHCE content.	<p>1-1 appointments for students for 1 hour a week for 6 weeks</p> <p>Referrals for students and families through the Early Help Hub</p> <p>TIS strategy meetings with teachers and students to support the Assess Plan Do Review cycles for PP/SEND students struggling in lessons</p> <p>Dreadnought sessions 1 hour a week for 6 weeks</p>	
Implement Power Up to improve student literacy vocab, comprehension, and phonological awareness in year 7 and 8 lower attaining students PP.	Lexia research from 2020-21 show the vast majority of students (71%) who started Core5 working on skills in their grade level reached their end-of-year, grade-level benchmark or beyond in Core5.	1, 2, 7
<p>Introduce Academic Flashcards</p> <p>All curriculum areas (Year 7-9) to increase vocabulary and subject-specific knowledge.</p>	Flashcard-based retrieval practice to be embedded into the Homework Club RESET and Curriculum Support 005 structured learning. Retrieval practice has been shown to improve memory retention and vocabulary acquisition (EEF).	1, 2, 6, 7
Introduce Reader Pens Year 7 – 11 for select group of disadvantages pupils.	<p>Distributed to support very low attaining readers who are PP in partnership with working with families who need addition support with reading at home.</p> <p>Assistive technology like reading pens significantly boosts reading comprehension and engagement, particularly for low-ability students (EEF).</p>	1, 2, 6, 7, 8
<p>Increase engagement with homework</p> <p>Use of Homework Support Sessions to help those students unable to access IT by running homework club after school every day.</p>	<p>High impact for very low cost based on very limited evidence (adds +5 months additional progress). Homework refers to tasks given to pupils by their teacher to be completed outside of the lesson. Our definition also includes activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours (EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/homework</p> <p>Homework club will run in the learning hub from 3.10-4:15pm every day after school with HLTA support and Raising Standards Lead / HODs referring some students.</p>	1, 2, 6, 7, 8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Initiative funded through central budgets as whole school initiatives with benefits for pupil premium students. **Budgeted Cost £90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance</p> <p>Continue to implement SDP actions with disadvantaged students being priority</p> <p>Access two extra day from EWO recently employed across SMART</p> <p>Transition mentoring</p>	<p>Implementation of new whole school attendance strategy.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice including:</p> <p>Weekly strategy meetings with attendance officer in a plan-do-review cycle to tackle persistent absence.</p> <p>Peer tutoring attendance clinics set up through Pastoral team</p> <p>Using attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>Celebration Books</p> <p>Peer Mentoring for Year 6 transitioning to Year 7</p> <p>Be awesome – Go Big project Year 6 – 7</p>	<p>1, 2, 3, 4, 5, 6, 7, 8,</p>
<p>Improve Reading</p> <p>DEAR Programme (Drop Everything & Read) Focus on fiction and non-fiction reading within structured routine</p>	<p>Reading Comprehension Strategies:</p> <p>Very high impact for very low cost (adds +5 months additional progress) EEF https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/collaborative-learning-approaches</p> <p>Strategy uses teachers to model spoken reading with response opportunities, both through oral and written forms, improves fluency and word study and comprehension. Selection of reading materials tailored to developing cultural capital, to engage male readers in some instances, to develop empathy and emotional wellbeing.</p>	<p>1, 2, 6, 7</p>
<p>Improve Behaviour</p> <p>Continue to raise expectations of behaviour</p>	<p>To embed the principles of the 6 recommendations for improving behaviour in schools set out by the Education Endowment foundation to include flipping the focus oo the positive, the use of 'Reset' and teaching behaviour</p>	<p>2, 3, 5, 8</p>

	<p>expectations in both the classroom and other academy spaces e.g. corridors, canteen.</p> <p>To refine the structure of the pastoral system and align opportunities to develop the hidden curriculum opportunities in leadership and activity for pp pupils, through the PSHCE curriculum.</p> <p>Amplify praising the positive and focusing more on learning than behaviour at every opportunity.</p>	
<p>Parental Engagement</p> <p>Increase parental engagement to increase parental support and relationships with staff.</p> <p>Increased usage of EWO but extra two days</p>	<p>Moderate impact for very low cost based on extensive evidence (adds +4 months additional progress at secondary level) EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement-Programme</p> <p>Aims to develop parental skills such as: literacy skills</p> <ul style="list-style-type: none"> • Joint learning opportunities • IT and numeracy skills (EEF) • Encourage positive dialogue/interactions about learning • More effective when children are younger. Practical strategies to support learning at home • Positive phone calls home • 100% attendance text / parent mail • Parent forum evenings • Parent power evenings • Financial support for education purposes, uniform, Academy trips 	1, 2, 3, 4, 5, 6, 7, 8
Explore PIXL Secondary School subscription	£3,400 annual subscription to assist with core subject support, data and target setting and curriculum development particularly in core and PE.	

Total budgeted cost: £216,916.00

Contingency funds: £13,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Teaching

Attendance was high for staff absence in 2022-2023; the staff absence policy implemented for 2023-2024 has supported this issue with 100% improvement with specialist teachers in front of more pupils.

Increased quality assurance of cover was introduced in September 2024 and this process had assisted in reducing cover by 100% in the first term. Students had less disruption to learning due to less classes having to be covered.

Senior Leadership Implementation

A new leader has been given the remit for Pupil Premium; they come with training from PP expert Mark Rowlands and previous experience of CIC designated teacher and SENDCO. The PP plan is to be shared more transparently for collaboration with the aim to connect roles and responsibilities embedding a distributed leadership approach to making this year's PP plan work more effectively. The leader has completed NPQH and recognises the importance of using implementation frameworks as guided by EEF.

Staff CPD

The SLT team has been extended since the recent Headteacher left in December this year. The SLT team is engaged with training that is closely related to improving life chances for pupil premium pupils. Training underway: NPQSL; Timetabling and SISRA; Raising Standards Lead SMART training; New RESET remit for SLT to ensure learning is underway in RESET; Overview of Paul Dix training; capacity building for attendance and SEND with new positions.

The SMART Director of Education has supported 'course correction' in revisiting the Pygmalion Effect study post examination outcomes in September 2024 in January. Staff are aware of how important high expectations are. The recent Ofsted visit in November 2024 highlights that expectations for all are more apparent but attitudes towards learning is a concern for SEND and PP students. Staff are aware that we are on a journey for improvement in closing the disadvantage gaps and this always involves prioritising and being inclusive of PP pupils. 50% of staff have implemented 15 strategies to support PP learnt from Kingsbridge Research School and the new 50% of staff will learn about this January 2025.

Whole school training has been under way in partnership with The National Literacy Trust and teachers are using disciplinary academic language in the classroom; there is now a need to embed tier 3 vocabulary further through targeted interventions and through assessment. DEAR time is rigorously audited, and teachers are being guided to model fluency in reading and

support comprehension through unpicking tier 2 language when necessary to support context and cultural capital.

Assistant SENCO and Pupil Premium Advocate

Our breakfast club has been a huge success and parents are pleased that this continues. We have 70 – 90 students attending during some mornings each week. Please see the SEND report for LSA training that has occurred to support students that are PP and SEND.

Targeted academic support

Small Group Intervention

Led by qualified English teacher, 1-1 and 1 – 4 student grouping for 6 – 12-week interventions as part of a flexible grouping adaptive teaching approach. Significant gains in engagement and progress for select group of disadvantaged students that cross over with SEND. Increasing use of this intervention with students who are two years below their chronological reading ages. The intervention is split into reading and comprehension and pre learning curriculum content.

DEAR Time

Ofsted highlighted that there are green shoots with the whole school reading implementation plan. Reading is high priority and since September more time has been given to reading maximising learning of fluency and comprehension of tier 2 words. The HOY has had training in a Research School pilot project linked to reading for pleasure and reading for learning and this will feature in next years plan. SO far auditing of this highlights that DEAR is underway, consistency needs to be sustained.

KS4 have access to core subject revision during tutor time and pupil premium students are accessing check ins from subject specialists to make sure that they are completing the work set. All pupil premium students have been given flashcards and revision guides for core subjects GCSE courses as well as an open invitation to homework club for study support. The Raising Standards Lead and HOY 11 are improving the offer from last year by implementing mentoring for pupil premium students and with the 100-hour revision challenge using GCSE POD and Pixel Build Up.

Core Subjects

Increased staffing in Mathematics in 2023 led to the progress 8 score for maths for all students being -0.75 whereas for pupil premium students alone it was -0.65. In 2024 Maths staffing was reduced and students were not always being taught by specialists and recruitment proved difficult, the results for maths for all was -0.87 whereas for pupil premium students alone it was -1.26 which shows a widening. Accuracy of predictions were high, and we can now see an upward trend with the use of SPARX Maths being used as homework for KS4 pupil premiums students.

In Science results fell along with pupil premium progress 8 scores Tassomai and cross moderation is helping to fulfil better diagnostic of curriculum implementation through rigorous

question level analysis. Science CPD continues to be a priority around assessment and checking for understanding.

In English Language progress 8 for all was -0.24 for all students whereas for pupil premium it was -0.66. English Literature progress 8 for all was -0.4 whereas for pupil premium it was -1.02 considerably wider. These results suggest that context is an issue for pupil premium students and the use of DEAR time and disciplinary literacy should help to support better results in Literature where context is a key feature to improve.

The National Tutor programme used previously to this year wasn't as impactful therefore tutoring this year has been better aligned to core subject areas and reading there is more cross over with the SEND department where pupil premium students need catch up.

Wider strategies

Attendance – The attendance of pupil premium students remains low due to a rise in respiratory illnesses experienced this year. Whole school attendance was 88%. This has led to a revision of our attendance strategy and a restructured pastoral system to support improvement in this key area. The pastoral team have had further refinement since the departure of the previous Headteacher to issue more capacity and further access to EWO services that have proved impactful.

PP funding will where necessary and or impact support students to engage in enrichment and extra-curricular provision such as Cheer Leading, Boxing interventions and SEMH well being support.

The DfE visited LCA in June 2024 and raised that EHCP attendance was seen as best practice and the need to roll out Celebration books had been seen to assist with PP and SEND students who need to increase their self-esteem and connection with home and school. For two terms EHCP and PP students with EHCP was 95% and above. Since then increase in EHCP attendance has occurred due to new EHCP student / PP from Primary feeder school and midyear admissions have reduced the percentage. Transition work to link with The Brilliant Club and mentoring early on in year 6.

Behaviour – Suspensions rose significantly from 34 occasions to 151 occasions with the proportion attributed to students with pupil premium 46%. This was 66% the previous year. The behaviour policy was reviewed and an adapted approach to reset implemented in 2023-2024 with the support of SLT with new remit. Developing a more rigorous SOP for learning in RESET and align curriculum resources, gaps are starting to close since the Ofsted visit in November 2024.

Ofsted have suggested that a focus on catch up intervention and closing learning gaps is vital.

Support from across the Trust has helped LCA secure tighter measures in closing gaps, early conversations with the SEND and pastoral team continue to be vital for improvements for adjustments to be in place for students with need and are PP.

Power up – Advancement in comprehension, word study and grammar shown across majority of intervention classes from foundational into intermediate or advanced instructional zones.

Grammar to be a more significant focus in this year's planning as the gains have been less marked especially in Year 8.

Power Up works impactfully when students are in silent attention and resourced well; the English team are ensuring sustaining of expectations and that earphones are being used. Classes 9-3 and 8-4 did particularly better than the others and comprehension and word study. Focus only for lower attainers who are disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Up (KS3 Homework and lower sets Year 7 and 8 additional hour)	Lexia Learning, a Cambium Learning Group Company
My Maths (KS3 Homework)	MyMaths limited
SPARX Maths (Curriculum Support KS4 Homework) SPARX English (Curriculum Support)	Sparks learning
Tassomai (KS4 Science Revision)	The Learning programme
GCSE POD (Year 10 and Year 11 / KS4 Private Study)	An Access Learn GCSE Pod
The Brilliant Club Pending July 2025 start https://thebrilliantclub.org/the-scholars-programme/	Registered charity 'The Brilliant Club'